

# PHILLIPSBURG HERALD.

SPEAK TO THEM THAT THEY GO FORWARD.

VOL. VI NO 48

PHILLIPSBURG, KANSAS, THURSDAY, OCTOBER 9, 1884.

\$1.50 IN ADVANCE.

## Phillipsburg Herald.

PUBLISHED EVERY THURSDAY.

—BY—

WM. BISSELL

EDITOR & PROPRIETOR.

### OFFICIAL DIRECTORY.

**STATE OF KANSAS.**  
Governor.....G. W. Glick.  
Lieut. Governor.....E. W. Finney.  
Secretary of State.....James Smith.  
Auditor.....E. P. McCabe.  
Treasurer.....Sam. T. Howe.  
Supt. Pub. Instruction.....H. C. Speer.  
Attorney General.....W. A. Johnston.  
Public Printer.....T. Dwight Thatcher.  
U. S. Senators.....J. J. Ingalls.  
                                P. B. Plumb.

**PHILLIPS COUNTY.**  
District Judge.....W. H. Pratt.  
State Senator.....Geo. H. Case.  
Representative.....W. H. McBride.  
Circuit Court.....G. A. Spaulding.  
County Clerk.....J. W. Lowe.  
Reg'r of Deeds.....D. L. Smith.  
Treasurer.....D. L. Smith.  
Sheriff.....John Woods.  
Supt. Pub. Instruction.....C. A. Lewis.  
Probate Judge.....H. C. Spaulding.  
County Surveyor.....W. B. Stuber.  
County Attorney.....S. W. McElroy.  
Coroner.....O. W. Gandy.  
Commissioners:  
1st Dist.....H. Moulton.  
2d Dist.....J. H. Close.  
3d Dist.....T. M. Bishop.  
Supt. Poor Farm.....I. E. Dixon.  
District Court sits the fourth Monday in March and fourth Monday in September in regular session.  
Commissioners Court sits the first Monday in January, the second Monday in April, the first Monday in July and the first Monday in October, its regular sessions.

**PHILLIPSBURG.**  
Mayor.....C. A. Lewis.  
Police Judge.....Frank Strain.  
COUNCILMEN: J. W. Lowe, S. C. Cummings, Chas. Dickey, N. Polling and C. H. Leffingwell.  
Clerk.....C. W. Snodgrass.  
Treasurer.....G. W. Young.  
City Marshal.....B. F. Delph.

### BUSINESS CARDS.

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**Tin - Shop.**  
Roofing, Sheetmetal and Repairing promptly and neatly done.

**S. C. CUMMINGS.**  
**Livery, Feed & Sale Stable.**  
Good rigs at reasonable rates.

**WM. BISSELL.**  
**Real-Estate & Loan Agent.**  
Business before the U. S. Land Office at Kirwin, Kansas, and before the Department at Washington, D. C., promptly transacted.

**CENTRAL HOUSE.**  
E. ALBAUGH, Proprietor.  
PHILLIPSBURG, - KANSAS.  
Good sample rooms for commercial travelers. Feed stable in connection with house.

**McELROY & McKAY.**  
**ATTORNEYS & COUNSELORS AT LAW.**  
Furnish abstracts of title, make collections, and transact a general land and law business.

**Chas. Dickey,**  
**Furniture & Undertaking**  
—East Side Public Square—  
PHILLIPSBURG KANSAS.  
A complete line of  
**Furniture**  
and  
**Undertakers**  
Goods always on hand.  
GIVE US A CALL.  
vol 49.

## Phillips County Bank.

PHILLIPSBURG, - KANSAS

INCORPORATED, -- 1880. // AUTHORIZED CAPITAL, \$50,000

PAID UP CAPITAL, \$10,000,

DEAL IN REAL ESTATE,

Choice improved Farms for sale or rent

A personal interview or correspondence solicited from parties desiring to buy or sell Real Estate in Phillips county, Kansas. Agent for the Old and Reliable

**Phoenix Insurance CO.**

OF HARTFORD, CONN.

MAKES FINAL PROOF,

and pays out on Pre-emptions, Loans Money, Discounts Notes, Issues Certificate of Deposit, payable on demand,

## Sells Passage Tickets

to and from Europe. Buys and sells exchange, makes collections, and does a General Banking Business.

### DIRECTORS

GEO. W. YOUNG, H. C. SPAULDING, HENRY STIVERS,  
B. L. HARDING, J. F. MORSE.

### OFFICERS

B. L. HARDING,.....President. | GEO. W. YOUNG,.....Vice President  
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## If you propose buying a Windmill

GET FULL INFORMATION OF THE

### CHAMPION

Vaneless Self-Regulating

### WINDMILL

If you want the agency for the best windmill investigate the MERITS OF THE CHAMPION. Every mill fully warranted and ALWAYS gives Satisfaction. 20 years experience in the manufacture of Pumps and Windmills. A 10-ft. mill will pump from 50 to 100 barrels of water every 24 hours; it will handle a pump in a well 100 feet deep. Also manufacturers of the Star Wind Pumps, Door and Window Screens, Boss Sickle Grinders, Etc. To dealers we can offer Superior Instruments to handle our goods. Over 5,000 Dealers are now handling our manufactures.

**POWELL & DOUGLAS,**  
WAUKEGAN, ILL., U. S. A.

### PURIFY YOUR BLOOD!

## Brown's Sarsaparilla

And Dandelion, with Iodide of Potassium  
Removes all impurities of the blood

It corrects the torpid condition of the Liver, and removes all obstructions of the Kidneys.

### CURES

Scrofula, Erysipelas, Dyspepsia, Syphilitic Diseases, Boils, Tumors, Ulcers, Cancers, Salt Rheum, Constipation, Sick Headache, Fever Sores, Kidney Diseases, and Rheumatism. The Formula of Brown's Sarsaparilla is printed on every bottle. Physicians endorse this great blood purifier. Every druggist in the State sells it and recommends it. Price \$1 per bottle, or six bottles for \$5. Manufactured only by the Brown Medicine and Manufacturing Co., Leavenworth, Kansas. For sale by  
july 3-3mo

I. F. MALLETT and H. C. SPRAGUE.

## M. BECKLEY,

—DEALER IN—

## Coal and Lime.

Marvin. - - - Kansas.

I have COAL and LIME on hand, and will constantly keep a supply of the same at the lowest prices.

The Democratic leaders believe in being all things to all men—anything to win. This is now more apparent than in the northern tier of counties in this state, where a large proportion of the inhabitants are in some way dependent for their living on the iron mines and manufactories. Of course they are Protectionists, and among them the Democratic leaders utter none but Protectionist views. They think to keep the miners ignorant of their inconsistency—to call it by a mild name. The workmen are not deceived, however. They do not see the enormity of the humbug of which the Democrats are guilty; but they are suspicious, and most of them are resolved to vote for Mr. Blaine to be safe. They know there is no doubt about the Republican party's belief in protection. The result is that Clinton Franklin and St. Lawrence counties are sure for more than their usual majority for the Republican candidate this fall.—[New York Tribune.]

### Hendricks' Record.

Thomas A. Hendricks was one of six Senators who voted against the thirteenth amendment to the Constitution [abolishing slavery.]

He was one of eleven Senators who voted against the fourteenth amendment to the Constitution [conferring citizenship upon the negroes and prohibiting the payment of Rebel debts.]

He was one of thirteen Senators who voted against the fifteenth amendment [establishing negro suffrage.]

He was one of twelve who voted against the Civil-Rights bill.

He was one of fifteen who voted against passing the same over President Johnson's veto.

He was one of seven who voted against the Reconstruction act of the Thirty-Seventh Congress, and one of ten who voted against passing it over the veto.

He was one of thirteen who voted against the first bill for the admission of Colorado, and one of twelve who voted against the second Colorado bill—both being vetoed by President Johnson.

He was one of fourteen who voted against the admission of Nebraska, and one of nine who voted against passing the bill over the veto in 1867.

These are a few reasons why the people of the West, and especially of Colorado and Nebraska, will not help to make Hendricks president of the body he did so little to adorn when he was a member of it.—[True Republican.]

Who is Tom Hendricks.

At a Democratic meeting at Hamilton, O., a card was distributed, as follows:

Who is Tom Hendricks?

1. Before the war he was in favor of making Kansas a slave State and extending slavery over the Northwest

2. During the war he left his church because the minister preached a loyal sermon.

3. He bitterly denounced Lincoln's Abolition war.

4. He said the enlistment of "niggers is an insult every proud man will resent."

5. He assisted in organizing treasonable secret societies: one in Butler county.

6. He denounced Lincoln for issuing the Emancipation Proclamation.

7. He was one of the three Senators to vote for a proposition that colored men could not vote unless worth \$250.

8. Such was his notorious traitorous record that Indiana soldiers blessed him off the platform at a banquet to General Sherman.

This man comes to Butler county now to tell ex-soldiers and others how to vote.—[True Republican.]

### Educational Department.

EDITED BY

G. B. COLEMAN.

J. N. MOSHER, } Ass'ts.  
FRANK McKAY, }

### The Herald.

To Teachers Only!—Teachers who wish to secure the Herald can do so at the reduced rate of \$1 per year.

The value of text-books in our schools is unquestioned, but a proper selection of such books and a judicious use of the same is of much importance.

The time is now at hand when every

school board should carefully review its list of text-books adopted five years ago, and where any text-book now in use may not be found up to the standard of merit cast it out and adopt the best work on the subject. Give the text in each branch a careful examination and adopt the best, no matter who the author or what the publishing house. It will not do to give too much attention to the recommendations of "prominent educators" as many educators are too liberal with their endorsements. If the works adopted five years ago meet the requirements, retain them; if not, the sooner a change is made the better.

Education is progressive, and works that were the best at the time of their adoption may not be the best now. This is a duty of the school boards but the teacher may gently suggest that the duty is an essential one and that school boards must insist upon uniformity of text-books in the district.

Smith Centre, Kansas, Sept. 18, '84

PROF. C. A. LEWIS, Phillipsburg Kas.

DEAR SIR:—At the close of the Normal at Gaylord this year it was arranged that there be a "Teachers' reunion" held at Gaylord on the first Friday and Saturday in November, in which the teachers in Phillips and Osborne counties be invited to join. If the three counties unite, the State Superintendent and the Republican nominee (it will then be State Supt. elect) will meet with us. I believe Prof. Stryker, who conducted the Normal here this year, has also promised to favor us with his presence, and a generally enjoyable time is anticipated. Mr. Fleming asked me to correspond with you upon the subject as he and Mr. Shearer, of Gaylord, and I form the committee on program.

Will you talk up the matter with your teachers and write me the result of your efforts as soon as convenient? We shall of course be pleased to have a large attendance from Phillips and also from Osborne.

I have not yet conferred with the others as to what the order of exercises will be, and shall be pleased to receive suggestions from you as to what you like and what assistance you and your teachers will render.

Yours Respectfully,  
FRANCES K. MILLARD.

### A School-girl's Composition.

The following composition was written by a pupil of the Phillipsburg school. It contains so many truths that every teacher in the county would do well to read it carefully and see if he is as this "Model Teacher" is pictured here.

We have all seen such model teachers. Perhaps we all have on our souls, scars, the remains of soul wounds inflicted by such blundering, indolent, pleasure-seeking, thieving, profession-degrading bipeds as this "Model Teacher"

We would be pleased to hear from pupils from all parts of the county.

### A MODEL TEACHER.

Should you visit a schoolroom and find a teacher who allows his pupils to leave their seats without permission, whisper to their next door neighbor all they wish (just about their lessons), allows each pupil to be excused from the room at least half a dozen times each day, to speak right out to the teacher at any time without permission, and have half his school tardy every morning, what sort of a teacher would you take him to be? Is he one who spends his evenings at home trying to prepare himself for the work on the morrow, doing all he can to make each lesson interesting and beneficial to every member of the class, advancing some new idea on each topic which is introduced and making everything plain and easily understood? Or is he one who spends his time in idleness or amusements which are no benefit to himself or anybody else, such as dancing for instance, from which he returns at perhaps three o'clock in the morning, and sleeps but a short time and scarcely one-fourth the time that his system requires? He then plods his way wearily to the schoolroom feeling all over a sense of goneness. He holds his own pretty well during the forenoon and his pupils notice nothing until that he is exceeding cross and peevish, but alas, for the afternoon, when the room is warm and everything seems to induce sleep. The first reader class is called and a string of little urchins come tearing up, each clamoring for the head of the class, tramping on each other's toes and making a great fuss generally, but the turmoil ceases and the head man begins to spell out the first word in the lesson. He gets through at last and another begins. The class is perhaps half through when things begin to look gloomy. The teacher's eyelids are heavy. The voices of the children sound afar off. He starts, rubs his eyelids, looks around and believes he is sleepy. And indeed ere the class is through he has caught several very comfortable naps. Poor man! he wonders why it is difficult for him to get a school and why the board is not satisfied, but is it not plain enough to all?

### Recitation.

The recitation is the most delicate part of the school machinery. All else is but a preparation for it. A failure here is a failure everywhere. The gift of governing well is an enviable one, but good order in a school is an end secondary to that of securing good recitations. No teacher can make good scholars who does not manage the recitation skillfully. It is in this he will need his great tact, for he has much to lose or much to gain. If he fails he will have taught his pupils to hate school

and study, will have paralyzed their efforts to learn and will have created habits that must continue to cripple their energies through life. If he succeeds he will have the proud satisfaction of seeing the budding faculties of the human soul bloom under the culture of his hands and happy men is made wiser and better will thank him for his kindness and care.

Little is ever accomplished by persons who have no definite end and one meets with poor success in attempting to catch objects in the dark. Hence it is well to determine the chief objects of the recitation.

1st. It is an object of the recitation to enable the teacher to estimate the daily progress of his pupils.

2d. It is an object of the recitation to enable the pupils to tell what they know.

3d. It is an object of the recitation to enable pupils to acquire well founded self-confidence.

4th. It is an object of the recitation to enable the pupils to fix in their minds what they may learn.

5th. It is an object of the recitation to enable the teacher to explain and illustrate the lesson and add new matter to it.

6th. It is an object of the recitation to enable the teacher to keep before the minds of the pupils proper incentives to study.

7th. It is an object of the recitation to enable the teacher to impart moral instruction.—[Wickenham School Economy.]

### Questions for Patrons

Are my children making genuine progress in their studies?

Do I manifest an interest in my child's progress by encouraging words and parental assistance?

Do I listen with patience to their childish prattle and feel an interest in what they relate, though I have known it for years?

In Arithmetic are my children studying Compound Proportion, Compound Interest, Alligation, etc., when they are unable to add simple numbers rapidly?

Is it better for my child to know that a noun is a name than to be able to write a sentence properly?

Is it the end of education to cram the brain with facts, or to develop thinking men and women.

QUESTIONS.

Editors of the Educational department.—It is with pleasure that I see in the HERALD, week after week, a column devoted to the interests of education and educators. Having had long experience in practical school work I can sympathize with teachers in their trials and enjoy to a great extent their successes.

I well remember the many mistakes of my early teaching, which might have been prevented had I been counseled by those who were experienced. But such counsel was not given, and I was compelled to learn by experimenting what little I know of teaching. As a natural result there was much failure connected with my work, but with every failure there was a little success. The product of these little successes together with what I have gleaned from the educational field I propose (if acceptable) to present to the readers of the Educational Department, and more especially to those young persons who now are, or expect to be soon, engaged in educational work. The work I propose will comprise a series of bi-weekly letters to young teachers. A PEDAGOGUE.

The editors of this Department will accept "A Pedagogue's" proposition, with the proviso that the letters may be discontinued at any time should they prove uninteresting to our readers.

### Assigning Lessons.

There is much more to be gained or lost by the manner of assigning lessons than many young teachers may suppose. Too much care can not be taken in this matter. Let a teacher appear careless in announcing the extent of a lesson and almost invariably the class will prove careless in preparing that lesson. Before assigning a lesson the teacher should carefully consider the nature of the subject matter and the ability of the class and avoid giving either too long or too short a lesson. Make the lesson too long and you at once discourage the class and render it necessary to assign the same lesson for another day; or make the lesson too short and you thereby tempt the class to be idle in the thought that the lesson is so short they can learn it in a few moments and as a general thing a lesson is as often poorly learned on account of its being too short as from its being too long.

Having determined the extent of the lesson announce it once, and only once, to the entire class. Never assign a lesson until you have the attention of the whole class. In approaching a new subject take a few minutes to explain any difficult points. A few words of explanation at that time will often save you the annoyance of numerous questions from individual members of the class. Be explicit and exact in assigning the lesson. Be sure that the class understands just what they are to do, and as we have said, announce the lesson once and only once. It is a poor indication for both teacher and pupil to have to announce the lessons a second time. The interest of the class should be awakened by the teacher in such a manner that they will all remember the exact extent of the lessons from one day to the next.

And above all avoid the demoralizing influence that follows the habit of telling the class to "commence where you quit today and take as far as you can."